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LIVING WITH CHANGE

*A report from
the President
of Ohio University
1969*

The Ohio Alumnus
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Living with Change

Editor: Max A. Schaible
Writer: Jan Kissner Cady, '65
Designer: Paul Bradford
Production artist: Gene Church
Photographer: Harry Snively, '51
Other photography credits:
Paul Dale, '70, p. 18
Ken Eckler, p. 30
Edward Pieratt, '67, p. 12
Evan Schneider, '72, inside back cover
Lois Siegel, '68, pp. 28, 29
Ken Steinhoff, '70, pp. 2, 5

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*Honorable James A. Rhodes, Governor of Ohio;
Members of the Legislature, Ohio Board of Regents,
Ohio University Board of Trustees,
Members of the Faculty and Administration,
Alumni, Students and Friends:*

AS I HAVE WORKED upon my last annual report, I have come to realize how rapidly the months have gone by since I informed the Board of Trustees last September that I would be leaving Ohio University at the end of this academic year. My new responsibilities in Boston will be challenging. I look forward to them with great enthusiasm, but, in more ways than it is comfortable to contemplate, I will miss Ohio University. In this 165th year in the life of the University, I wish to render an account of my stewardship since 1962—to summarize the accomplishments of the University, its faculty and student body. I would like to share some of the unavoidable wisdom derived from the responsibility of administration of a university during these creative, if disturbing, years of the American scene.

Communities, like individuals, have occasional peak experiences, periods when, for whatever reasons, optimism and a sense of accomplishment pervade the atmosphere. I believe that during the last seven and one-half years this sense of excitement, of beckoning and attainable horizons, has characterized Ohio University. This feeling is difficult to convey, but with the assistance of several who have worked closely with me, I have tried to incorporate in this report, in words and pictures, some of the emotion and some of the persons who dreamed with me and the programs which evolved from these dreams.

When I was approached by the Board of Trustees in 1961, I was struck by the possibility of sharing in the development of an institution which might well be unique in American education. I was impressed, and continue to be, with the quality and motivation of the Ohio University board. Under the chairmanship of Fred Johnson, the board had committed itself to the highest standards of education at Ohio University and to the economic and cultural growth of southeastern Ohio. It was evident that Ohio University was beginning a period of great





growth. The challenge was to channel the growth so that Ohio University could meet its responsibilities with distinction and perhaps serve as a model for the nation. Would the University become merely an expanded educational processing plant or would it be able to use its greater finances and flexibility to create an environment of creative diversity and excitement?

Among the primary obligations of a modern university, one of the most basic and pressing is to the students. They face a world fraught with change, uncertainty and danger. It is important that the general climate of the University should be one which helps prepare students in a realistic way for their futures. It means preparing them to live with change. And that means the University itself must be prepared to face changes in its offerings, its policies and procedures, and its relations to the community, the nation and the world.

Sensing, and to an extent foreseeing, these changing demands, our goals and programs were to influence the growth of Ohio University in certain specific ways: to attract faculty and students of the highest levels of ability and thereby raise the standards of both our undergraduate and our graduate programs; to strengthen and expand our graduate programs, which by national standards were seriously underdeveloped; to improve the financial support of the University through increased tax appropriations, federal grants and private gifts; to decentralize the operations of the University; to assist the people of southeastern Ohio in their economic and educational development, and to do all of these things by creating and sustaining an environment of freedom of discussion, of established and recognized faculty and student organization and participation.

The most significant indication of increased strength and our greatest source of pride at Ohio University today is our faculty, but the challenge we faced in the presence of the enormous expansion in higher education was to continue to attract able teachers and scholars. Approximately 75 percent of our faculty has been recruited in the past seven years. They are young, highly motivated and competent. Our deans and department chairmen have done an outstanding job in recruiting talent from leading universities throughout the nation and in providing them with an environment favorable to their development as teachers and scholars. One of the greatest sources of enrichment for the faculty has been the formal sabbatical leave program adopted three years ago. The research opportunities created through expanding private gifts and public grants have significantly enlarged. We have assigned top priority to improving faculty salaries; the maximum salaries in 1962 are today the minimum levels in all faculty ranks. The terms for the attraction and retention of faculty members are becoming increasingly higher, but we must never lose sight of the University's reliance on a superb faculty. Nor should we forget how much the climate of freedom which exists for the faculty at Ohio University contributes to the vitality and attractiveness of the University.

Ohio University has been greatly assisted in its financial growth by the creation of the Board of Regents of the State of

Ohio. It was as a result of the Board of Regents that the principle of equal support levels for students at the various state universities was established. At Ohio University this meant a substantial increase in the amount of state support received for each student taught. Annual operating income from all sources—tax appropriations, student fees, federal grants and private gifts—has grown from \$12.9 million in 1962 to \$56.6 million this year. Private gifts have risen from approximately \$300,000 in 1962 to almost \$3 million in contributions, gifts-in-kind and pledges in 1968. Generous support from alumni, business corporations and foundations has enabled us to blend the best in private and public education.

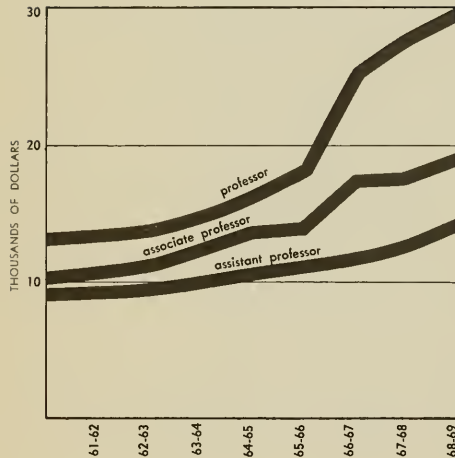
Capital funds from the State of Ohio, the federal government and from self-liquidating bond issues have financed an almost staggering building program on both the Athens campus and our branch campuses. The total assets of the University have grown from \$40 million to \$153 million during these past seven years.

For many years the legislature in Ohio gave exclusive responsibility and financial support to Ohio State University for graduate and professional programs. Only in the last 12 years have Ohio University and the other state-assisted universities been permitted to develop doctoral programs. During the past six years we have launched new doctoral programs in English, linguistics, electrical engineering, chemical engineering, mass communication, mathematics, secondary education, psychology and comparative arts. Enrollment in graduate programs has increased from 450 students in 1962 to 1,600 students today, over one-third of whom are in post-master's programs. This development has enabled us to attract superior faculty and graduate students and has encouraged them to work together in ways which stimulate them to even higher levels of attainment.

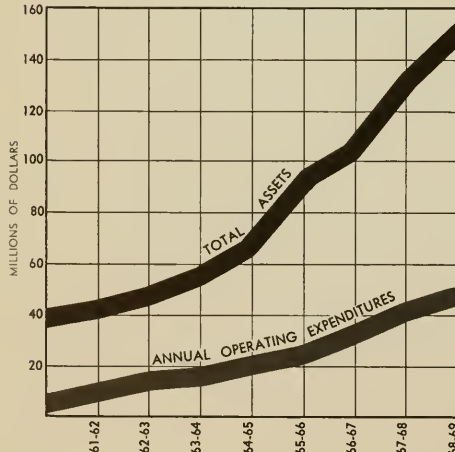
Ohio University has sought through the agency of the Faculty Senate, created in 1963, to involve members of its faculty at all levels of the decision-making process. We have just finished revising the University committee structure to coordinate the activities of faculty-based committees beginning at the department level and continuing through the University Executive Committee. I cannot overemphasize the importance of this active faculty participation in the creation of the atmosphere of vitality which we all cherish at Ohio University. With the enlarged area of participation, it is my hope that faculty considerations and proposals will be characterized, not alone by a concern for procedural matters, but mainly by its conceptualization of the high purposes of the University.

Planning for higher education as represented by the Master Plan for Higher Education in Ohio has assisted Ohio University in many areas, and nowhere more than in the development of the regional campus program. The master plan made it possible for the University to direct its growth and yet provide educational opportunities for the young people seeking higher education in Ohio. It is now legally possible for us to limit our main campus enrollment to 25,000 and to offer the resources of our new regional campuses in accommodating others who wish to

FACULTY SALARY MAXIMUMS



ASSETS AND EXPENDITURES





attend Ohio University. Physical facilities and full-time programs have been developed at the new campuses in Chillicothe, Portsmouth, Zanesville, Belmont County and Lancaster. We are encouraged by the possibilities of converting our academic center in Ironton into a full-time operation within the near future. Ohio University pioneered in the development of regional campuses, knowing that the preservation of the opportunities for higher education is vital to the progress of our society.

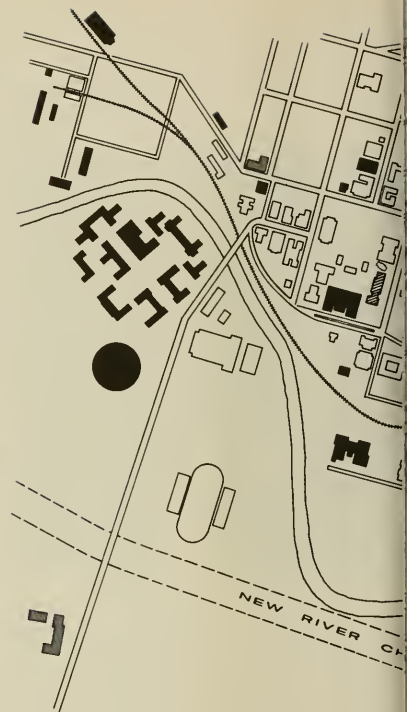
In January 1962, the chairman of the board, Fred Johnson, and I invited to the University 485 leaders from communities throughout southeastern Ohio. At that time we pledged the resources of Ohio University in an effort to revitalize Appalachian Ohio. We spoke about the interdependence of the community and the University, realizing that building an institution of distinction and strengthening the economic and cultural resources of the area went hand in hand. Although southeastern Ohio's need for new highways, commercial airports, improved schools, medical resources and supporting facilities had been apparent for many years, it was only through active help from friends in Washington, in Columbus and in private industry that the University was able to move toward the accomplishment of many of the objectives set forth in 1962. The Appalachian Highway now under construction will link southeastern Ohio with the major cities in the state and the nation. The new University airport will allow commercial and corporate aircraft to serve our community. The Hocking River, which has discouraged community and University development for years with its overflowing banks, is being rerouted and tamed. After next year we should not be plagued by spring floods which have brought destruction, disruption and additional costs almost every year.

The new community hospital presently being completed along the Hocking River is the first structure in a medical complex which will serve the entire area. Farsighted businessmen have assisted us by investing more than \$25 million in supportive services —apartments, inns, recreation centers — during these past seven years. Community leaders have provided facilities which now enable Athens and neighboring townships to grow and to prosper with Ohio University. Although many things must still be done to raise the economic level of Appalachian Ohio, what has been done provides an excellent example of the way in which the state and federal governments and private industry and education will all work together for real and immediate goals.

These efforts to attract new resources, to strengthen the faculty, to develop graduate programs and to build physical facilities have all been directed toward our primary goal: to provide a better education which is relevant and, in a world which is becoming increasingly impersonal, more highly individualized. As Ohio University has continued to grow rapidly, the need to reshape academic programs has become ever more pressing. Through such experiments as the Ohio Fellows program, the Cutler Program, the revitalized Honors College and the planned restructuring of the University College, the University today offers individual students many more opportunities to develop and express original ideas,

to experiment with new approaches and to pursue independent, self-planned programs of study. The Appalachian Studies program promises to serve as a model for social action programs, an area in which many of our best students are deeply interested.

At Ohio University education is not thought of as the passive transferral of knowledge from an instructor's notebook to a student's, but rather it is an active experience in which the student should participate from the very beginning. Not only have we involved students in developing their own personal programs of study, both inside and outside of the classroom, but we have sought out ways to involve students in the decision-making processes of the University. Students are now represented on all of the committees of the University, including the top policy-making body, the University Executive Committee. We regard this as a significant development, not only because of the University community which has more of a vested interest in the future than any other constituency, but because we feel that this sort of involvement is primarily justified in that it has provided a valuable educational experience for students. The overshadowing value of participation is what the participant himself learns from the action. We have attempted to exploit every major event, every crisis in the life of the University for its learning potential. Ohio University's commitment to Appalachian redevelopment programs, to overseas educational programs in Nigeria and Vietnam, and our involvement in the solution of several crucial social problems, in addition to being valuable programs in the service of society, all provide a richer educational experience for our students. We have in this process come to regard everything that happens in and about the University as a part of the total educational opportunity for our students.



A measure of the success of these various programs is that Ohio University has become increasingly attractive to students from inside and outside of Ohio. We never forget our primary obligation to the young people from Ohio, even though the number of young men and women from other states and other nations seeking an education here continues to increase very rapidly. Our admission standards for out-of-state students are very high since we must limit such enrollment to 20 percent of our student body. Nevertheless, the proportion of students at Ohio University from out-of-state has increased from 10 percent to 20 percent in the past six years. These bright, highly motivated non-Ohioans have contributed immeasurably to the climate of excitement and expectation which we have on our campus today. A good education for life in the modern world cannot be carried on in a provincial environment, and we are helped in bringing the nation and the world onto our campus by making Ohio University attractive to students outside the borders of Ohio.

Eight years ago I was deeply aware of the spirit and dedication to service at Ohio University exemplified by my distinguished predecessor, Dr. John Calhoun Baker. I have tried to nourish this spirit, to build upon it and keep it contemporary with fast-moving times. The task has been rewarding because of the dedicated and imaginative people among Ohio University's trustees, faculty, administration, nonacademic employees and students whose hopes and dreams I have shared.





Although these years at Ohio University have been exciting and rewarding, they also have brought crises, problems and disappointments. Our dreams and hopes have been larger than our capacities. Conflicts have from time to time appeared to obscure our purposes; misunderstandings have sometimes detracted from our basic goodwill, and impatience was often the measure of difference between the goal and what was immediately possible. In these frustrations we have been cheered by the thought that nothing of significance is ever achieved without difficulty . . . and we were attempting significant things.

In 1962 we were confronted with state-wide efforts to impose limitations upon the University in inviting outside speakers. Ohio University stood almost alone in successfully combating legislation which would have restricted the freedoms of our students and faculty. Even today there are those inside and outside the University who would deny us the benefits of that climate of freedom which we have fought so hard to preserve in the state of Ohio.

In 1967 Ohio University was selected as the primary target for a state-wide effort to unionize nonacademic employees. We had to endure a ten-day strike and its attendant turmoil on campus. Since then a climate of trust is being established between the local union and our administration, resulting in a two-year, no-strike agreement reached last fall.

The American college and university student is properly concerned about the "relevance" of the academic curriculum today, concerns which are being expressed on almost every campus throughout the nation. Although innovative programs have been introduced at Ohio University, efforts to involve students in serious discussion of academic change have oftentimes resulted in disappointment. Nevertheless, the Committee on Educational Inquiry, headed by Professor Meno Lovenstein, produced a remarkable report recommending significant changes at the University.

A university in a free society exists to prepare the leaders and sharpen the wits of followers and critics. Leadership, after all, is one of the most ephemeral of all the arts; there is no better place for students to learn this art than at a university.

At Ohio University we have understood that mission of the university, and I believe that during these years we have all moved closer to that vision.

While a transition from a certain and ordered approach to a more open one is bound to be difficult in any institution, I am confident that when we all have made our adjustment to it we will find university life much richer, a much more creative force, and a model of achievement, tolerance and humane social intercourse for the larger society. I am genuinely sorry not to be staying on to see this achieved, but I shall be watching from a distance, with interest, enthusiasm and respect for those who will one day make Ohio University what I have always believed she should be . . . a truly distinguished university.

VERNON R. ALDEN
President

May 1969

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UNDAY MORNING IN DOWNTOWN ATHENS presents a sharp contrast to the usual weekday activity. Stripped of its students and townspeople, Court Street is a prime target for criticism.

Buildings, designed in the Victorian period, have been marred by modern storefronts which conflict with the dominant lines of the structures. Bright fluorescent signs hanging over the sidewalks and unsightly overhead telephone and electrical wires further distract from the underlying beauty of the main thoroughfare.

Athens is an old city. Founded in 1799 and incorporated 13 months later in January 1801, the small academic community kept pace with the influx of Ohio University students, faculty and administrators for more than 150 years. The rapid growth which has characterized the city and the University in the last decade, however, has had a direct—and mostly adverse—effect on the esthetic qualities of the downtown area.

The community with its heterogeneous population of 35,000 reflects a wide range of diverse interests and ideas. It came as no surprise, therefore, when a group of concerned Athens citizens and University architecture students rallied under the banner of "Let's Clean Up Court Street." In a comprehensive plan, they have shown the city's leaders that with a minimum investment in time and money, Athens can be restored to its earlier beauty.

The long-range project, which should also promote economic improvement in the area, is an outgrowth of a seven-week series of leadership seminars sponsored by the University in the fall of 1967.

The series, conducted simultaneously on the Athens campus and in the University's five regional campus communities, was aimed at helping community leaders solve their development problems. Video tapes, processed by Ohio's WOUB-TV and broadcast over local television stations, featured nationally recognized urban renewal authorities who analyzed the critical problems facing residents of southeastern Ohio.

"After the seminars ended, everybody was frustrated. We'd talked about the town's problems, and we wanted to know what we could do about them," one Athens resident remarked. Another suggested that the citizens needed a channel of communication with the existing city and regional planning commissions.

In response to their interest, Athens Mayor Raymond Shepard established the Mayor's Citizens Advisory Committee. Bill Roberts, space utilization officer for Ohio University and an Athens native, was named chairman of the downtown architectural subcommittee and in turn appointed 22 Athens residents, many of them from the University, to work with him.

One of the subcommittee's major responsibilities is to initiate and to carry out new projects and new programs designed to improve the appearance of Court Street.

"Blight grows in an area where nobody cares, but when some people care, when some of the merchants begin fixing up their storefronts and when the city is willing to do some of the things the businessmen can't do, then I believe many people are going to be enthused about what can be done. Eventually, everybody will want to jump on the bandwagon."

Roberts knew he had to devise an economical approach to improving the city's main street. With this in mind, he met with Alan Geiger, Ohio University planner, who was teaching an advanced course in architecture. Geiger's students had just completed a comprehensive study in campus planning, and the two men discussed the feasibility of the students using downtown Athens as a field for their second study: city planning. Both Athens and the University would benefit by the project, they reasoned. The city would have a detailed proposal for improvements to its business district, and the students would have an opportunity to work directly with architectural considerations and constraints.

"Had there been no committee within the community already interested and working on the architectural problems, the students' city planning study certainly wouldn't have come off to the extent which it did," Geiger emphasized.

The students studied what might be done with lighting, signs and graphics in the shopping area. They developed the idea of a mall for Court Street and were confronted with the problems of rerouting the traffic flow. They considered the city's plans for a new parking garage, the new bus service and the projected growth rate of Athens in their plans. Other students studied the designs of the buildings and made suggestions about ways to accent their intrinsic character, while some made recommendations and set up criteria for the overall improvement of the street.

Using color transparencies, graphs, charts and other visual aids, the future architects presented their plans to a group of 150 Athens residents in early June. Some experts estimate that the students' work would have cost the city \$50,000 if it had been done commercially.

"The students were very realistic in their approach to the problems," Roberts says. "They started out on the right foot by appealing to the merchants in an economical way. They showed them that fixing up the downtown really wouldn't mean a large outlay in money. With cooperation between the merchants and the city in painting some of the buildings, removing signs and replacing them with more attractive ones, checking into the possibilities of taking down the lightpoles and the overhead wires, the original architectural character of Court Street could be recaptured.

"By no means are the students' plans an answer to all of the city's problems, but certainly we have taken a step in the right direction," Roberts emphasizes. "The next move of our committee will be to establish some kind of official capacity, perhaps an architectural review board to determine criteria for further building and remodeling projects in the downtown area."



Architecture students show off their plans for Court Street. Standing in front of an Athens landmark, the county courthouse, are l to r Tony Patton, '69; Joe Giglio, '69; Bill Roberts, '48, University space utilization officer; Alan Geiger, University planner; Bill Campbell, '68, and Steve Sachs, '68.

The influence of the committee and the students has already been felt. Some Athens merchants have announced plans to begin making improvements on their storefronts, and the city has accepted the students' suggestion of laying a brick sidewalk and planting trees and shrubbery in front of the Athens City Building. The county commissioners have contracted to restore the courthouse, a focal point in mid-downtown. The original proposal called for removal of the dormers, but revised plans will maintain the dated windows on the edifice.

As one citizen remarked, "We're very fortunate to have the University here. Most of the credit for getting this architectural project off the ground goes to the students."



On the set with Merlin the Magician, Joe Berman directs WOUB-TV's syndicated children's show.

JOE BERMAN has come a long way since playing the role of a "bumbling little character" on WOUB-TV's nationally syndicated children's show, *Merlin the Magician*.

His role as Chauncey the Clown was only one step among many which eventually led to the Ph.D. last August and to his job this year as an assistant professor at the University of Kentucky.

During his four years as a graduate student in the Department of Radio-Television he worked in radio and television production and direction, programmed computerized research data and performed a long and varied list of other tasks. As Berman says, "I was spread thin—and that's the way, I feel, it should have been.

"People in the broadcasting industry—and those in the field of education as well—are looking for people with a lot of diversity. There are too many schools training either critics or production people. Neither one is entirely fit for an industry job or to teach.

"On the other hand, Ohio University has the reputation for furnishing well-trained, sensible broadcasters, people who know what they're getting into. They're not just a bunch of guys who can push buttons and run tape recorders. They understand the business end of the industry too."

Berman points to the department's faculty, men who have strong ties to the industry, and to Ohio University's recently inaugurated College of Communication as reasons for the University's growing eminence in the field of television and radio.

"Most schools have visiting lecturers from the broadcasting industry who come to campus occasionally. The students get a nice lecture, but they don't get the feel of the profession the way they do by taking a management course at Ohio under Bob Coe, former ABC-TV vice president, or a programming course from John Spalding who is nationally recognized as an expert in that area.

"We're not training people to merely criticize the industry. Instead, the students are learning about the problems of the

industry and, while they're sympathetic to it, they're also coming up with some concrete suggestions for ways to improve it."

This kind of philosophy within the department works two ways, Berman points out. It attracts top-notch people to the University and, at the same time, enables students to get good jobs because of the nature of their training.

With the exception of the top managerial positions, both WOUB Radio and WOUB-TV are completely student operated at Ohio University.

"The engineering aspects of running the stations, switching and directing television shows, duty direction and the like, which are usually done by professionals, are done by the students," Berman explains. "In addition, a student station manager and a student program director make decisions right along with the professional people who work in these capacities."

In doing his Ph.D. dissertation on programs, finances and marketing characteristics of AM radio stations in the United States, Berman used the facilities of the University's new Center for Research, Broadcast Management and Economics.

The new center—the only one of its kind in the country—is supported by a computerized data library containing more than 40 variables regarding AM and FM radio stations and television stations. The center receives its information from the Federal Communication Commission and is supported financially by the broadcasting industry.

The major on-going project of the center is its continuing analysis of the specific nature of the economy of broadcasting. However, it also involves itself in a variety of research activities, including private work under contract. Examples of contract research studies recently completed are "Relationships between Increased Competition and the Financial Behavior of Television Markets" and "A Study of the Economic Feasibility of Adding a UHF-TV Station to the Top Ten Markets."

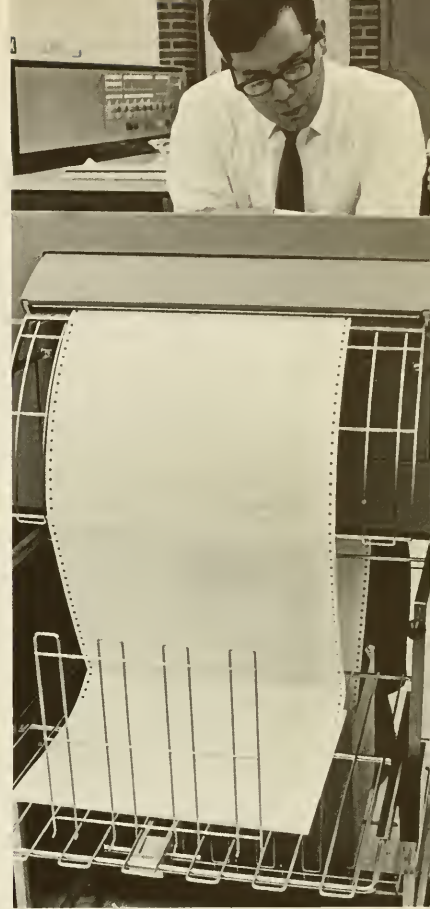
"The broadcasting faculty has established a good rapport not only with the students but with the industry as well," Berman emphasizes.

"The new research center, new programs, outstanding faculty in all of the communications areas and now the new College of Communication attest to Ohio University's awareness and recognition of the importance of communication in our lives."

In creating a College of Communication Ohio University has joined a movement which is increasingly apparent across the country: bringing together the elements of the widely diversified communications field.

John R. Wilhelm, dean of the college and director of the School of Journalism, explains that there are many distinct advantages in having a College of Communication.

"Schools of journalism, for example, in the past have been restricted to printed journalism. When radio and television came along they tended to fall into the speech department. At many universities this caused a split between the school of journalism and the speech department and resulted in confusion and difficulty for the students."



For his dissertation on AM radio stations, Berman uses the University computer center.

Ohio University's College of Communication embraces the School of Journalism, formerly under the College of Business Administration; the School of Hearing and Speech Sciences; the School of Interpersonal Communication, and the School of Radio-Television. The latter three had been under the jurisdiction of the College of Fine Arts.

"By putting these various schools together we are able to achieve more cooperation within the communications area. We can interchange our staff and we can offer a unified program so that degrees are granted by the College of Communication, not by a fine arts college or by some other college which isn't too closely related," Wilhelm explains.

Marshall McLuhan, director of the University of Toronto's Centre for Culture and Technology, and veteran CBS news commentator Walter Cronkite took part in ceremonies inaugurating Ohio's eighth college last September.

More than 1,000 students are enrolled in its four schools, making it one of the largest in the country. New courses and new programs have been designed throughout the college.

For example, a new freshman course, Introduction to Journalism and Mass Communication, is being taught by 12 professors from the various schools. During the course a former network vice president will speak on television networks; a sociologist will introduce students to public opinion in society, and a newspaper editor will explain the role of local news media.

"By bringing together those who are eminently related to their fields to speak on their own areas we can offer the students more than a sterile survey course," Wilhelm, who was director of McGraw-Hill World News before coming to the University, says. "Working together, the four schools can do what no single school can do by itself."

Studies in international communication and foreign correspondence have been introduced into the curriculum of the School of Journalism, the sixth largest school of its kind in the country. Its internship program, as well as those in all other areas of the college, is being expanded.

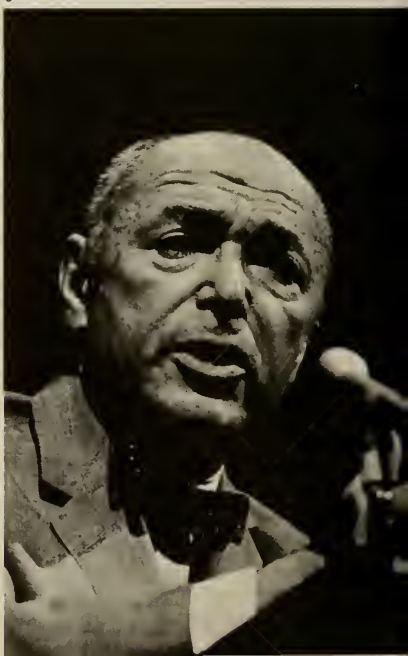
The Speech and Hearing Clinic and the Audiological Center within the School of Hearing and Speech Sciences are expanding their services in the Athens area, giving students an opportunity to work directly with the problems of hearing and speech.

Students interested in group communication and public address study problems of communication first hand in the Center for Communication Studies within the School of Interpersonal Communication.

A new \$4.1 million radio-television building, which will eventually house the communication college, will be completed in December 1969.

A new Ph.D. in mass communication is being offered. Previously, Ph.D. work was limited to students in radio and television, but the program is now broad enough to take in all areas of communication. "This again brings Ohio University in line with the most advanced things being done in the communicative arts," Wilhelm says.

Photographer Eliot Elisofon of *Life* discusses Margaret Bourke-White's *Life* career during Journalism Week '69.



TWENTY-YEAR-OLD JOHN CARL NASH has never considered himself an exceptional student. He's just an average guy—perhaps more impatient than most, he concedes—who accomplished what many people might consider an impossible feat.

He whizzed through a regular four-year degree program in less than 17 months, an unprecedented accomplishment at Ohio University. Today, while most students his age are in their junior year, Nash is studying part-time toward the Ph.D. at Ohio State University and trying to live down his reputation as an “exceptional” student.

His answer to the question: “How did you do it, and more importantly, why did you do it?” is brief and to the point.

“Ohio University made it possible through its programs allowing advanced placement and through its faculty who were willing to accept me for what I could do in the way I wanted to do it. Knowledge and education are stimulating, but school, per se, bores me,” the young man, who was a C-minus student in high school, replies. “If I had had to plug through college in the same way I had to in high school, I would have done just as poorly.”

Nash began his brief college career in February 1967 when he enrolled for 18 hours of course work at Ohio University's academic center in Ironton. Completing that work with a 3.5 grade point average, half A's, half B's, Nash transferred to the Athens campus for the 1967 summer session.

In the following four quarters he completed the required 181 hours for a Bachelor of Arts degree in mathematics, 80 of those hours by advanced standing tests. During the spring quarter he completed 44 hours of class work, or his entire senior year. His academic record shows a 2.9 accumulative average, one-tenth of a point below a B average.

Nash reads things once, for understanding only. He does not memorize well, nor does he read rapidly. “However,” he points out, “when I understand something, I don't forget it.”

He studied for courses on his own, attended few classes and took comprehensive tests over the material in order to gain academic credits. He did this with resulting grades of A or B in such courses as calculus, economics, physics, differential equations, statistics, zoology and Greek.

While logic-based courses are easier for him, the humanities are more difficult. Consequently, he took English, speech and fine arts courses in class where he could listen to the professor. But he took no notes, only listened.

Although Nash plans to get his Ph.D. in mathematical theory, he does not plan to work as a mathematician. “Math is one of my enjoyments, a hobby to me. I'll not give it up but will do it because I want to.”



This year in addition to working on the doctorate he is teaching math at a high school near his Westerville, Ohio, home. Beyond the Ph.D. he intends to go into business, "among other things," he says. "I'm too nervous and impatient to tie myself down to one single thing for too long. I'll have to work for myself."

Ohio University anticipates that in the coming years an increasing number of students will want to telescope their college careers as Nash did. For this reason the new Course Credit by Examination program has been designed. It will remove many of the administrative barriers now facing students and will seek to encourage the independent student to use the system of advanced placement tests.

This and similar programs are being offered at Ohio in an effort to give students more independence and freedom of movement. They are designed to allow students to plan and pace their own academic careers, to meet their unique academic needs and to broaden their perspectives in their individual fields of study.

One of the newest projects in effect is the Cutler Program. Initiated in September 1968 on a three-year trial basis, the new experimental "college" is tailored for students whose special needs or problems cannot be easily satisfied within the existing curricula.

Each student accepted into the program may earn his degree by whatever combination of course work in independent study satisfies his adviser and the program requirements.

A pilot course in Appalachian studies, offered for the first time in the spring of 1968, met with such success and enthusiasm at Ohio University that the course was expanded into a continuing Appalachian Studies program. Its major emphasis is on preparing students to work as agents for social change within the southeastern Ohio Appalachian region.

Although the pilot course was limited to 50 students, at least 75 attended each session. Faculty from the social science areas, who volunteered their time to teach the course, and personnel from the University's nonacademic affiliate, the Institute for Regional Development, met with the students weekly to review the many aspects of poverty in Appalachia and to train them in the techniques of working with people.

Before the course had ended, a group of students drew up a proposal for extending the course into an Appalachian Studies program.

"Ohio University is strategically located in the midst of Appalachia and could maximize the use of the resources of IRD to effect a potent program of social change," the students wrote. "Not only would such a program be beneficial to the Appalachian area surrounding Ohio University, but it also would provide an opportunity for students to become involved in the area."

The proposal, which outlined extension of the spring course, a summer field experience in Appalachia and a fall seminar, was accepted by the University and funded by VISTA.

Fifteen students, working as VISTA associates, lived and worked in five southeastern Ohio counties during the three summer



months. With the conclusion of their field work, they enrolled in a fall seminar. The purpose of the course was to integrate the spring program with the summer work experience, thus joining theory with practice.

Now that the first phase of the program has ended, the students are promoting Appalachian curricula in various academic departments of the University.

An English course in the literature of Appalachia is currently being designed and taught by students. Through the course, the students hope to create an awareness and understanding of the social, economic and political bases of Appalachia as well as its rich mountain heritage. Similar courses in government and sociology will be implemented in the fall.

The students are also conducting a series of "Appalachian Happenings," a colorful presentation of the crafts, folksongs, poetry and history of the region. They are also involved in establishing an Appalachian Culture Center and an Appalachian literature and research section in the new Ohio University library.

W

ILBUR L. MUNDELL, specialist in Adult and Continuing Education at Ohio University's Chillicothe campus, calls himself an ACE—a title which fits him well.

"The ACEs are a strange breed of cat," Mundell explains. "They are individualists who have fun working in a nonstructured environment. They go out and meet with everybody across the board."

Mundell's diversity is evident in his work. Along with other specialists in the University's Adult and Continuing Education program, he is involved in everything from working with law enforcement officials, business women and clergy in Chillicothe to training area men how to officiate at football games. His task is to develop the entire spectrum of adult education; to do whatever is necessary to "enrich the adult society."

"The community has been good for us and to us," Mundell says, "and the University has trusted us enough to believe we can take initiative here."

More than 800 people from Chillicothe and from the surrounding area have come through his office this year to enroll in both credit and non-credit courses in a varying range of disciplines. Mundell handles independent study through correspondence, conducts classes in business administration for industry executives, advises the beginning adult artist and administers master's degree programs for the University. He also directs a 90-voice community chorus.

"If music is going to live in our country, it's not going to live in the cultural-enrichment-oriented music forms. It's going to live in the hearts of people who get together and sing because they love it," Mundell says.

Housewives and college students, business executives, farmers and physicists compose the community chorus at Chillicothe. There are no prerequisites for joining the group.

"It's a cross-section of Americana," the director remarks. "We may not be good, but we're good and loud, and we enjoy ourselves."

Although the chorus—which is good—was started for the enjoyment of its members, its primary purpose is to bring music to others. "That's what the chorus is for," Mundell says. "When we performed at the V. A. mental hospital last spring, one of the patients showed his thanks by giving us a handful of lilacs. You can't put a price on that kind of thing."

Mundell is a former director of the U. S. Marine Corps Chorus. During World War II he formed a 70-voice chorus at Okinawa "to keep the boys' spirits up." The group later toured with Bob Hope's Christmas Show. Mundell continued his choral work after returning to the States. Immediately prior to coming to Ohio University, he directed the Marine Corps Memorial Chapel Choir at Quantico, Va., where he also taught educational psychology at the Marine Corps Command Staff College.

"I came to Ohio University because I had the feeling, 'This is where the action is.' The branch campus concept inspired my pioneer spirit. I knew that as an educational specialist I could work with business and industry; I could teach, create curricula, hire teachers," Mundell said. "It seemed to be an open-ended job, and it has been just that."

This attitude toward education on Ohio University's five new campuses in southeastern Ohio reflects much of the spirit which animates them, not only in Adult and Continuing Education but also at the undergraduate level.

Although each institution is different from the others in certain respects, all share a common goal: to serve well the increasing number of students who seek a college education. To this end, Ohio University has recently finished construction of academic buildings in Chillicothe, Portsmouth, Zanesville, Belmont County and Lancaster.

"A lot of people tend to feel this kind of campus is an inferior institution—and it may well be in some places—but not at Ohio University," Dr. William A. Boram, director of Ohio University at Chillicothe, emphasizes. "This is an exciting niche in higher education today. With beautiful facilities and a fine group of teachers, there is great growth potential."

Although the regional campuses offer their own two-year academic programs, each institution maintains a close working relationship with the main campus in Athens. In this way, students can move into advanced work without the usual problems encountered when transferring from one independent institution to another. Such functional unity within a common framework provides a basis for continuous interchange of ideas, experiences, students and faculty.



Painter Bruce Sodervick was attracted to the regional campus because he saw the opportunity there to make his teaching "a creative act."



Ohio University's efforts to develop awareness and conservation of area resources have been a source of strength to the five campus communities.

Along with concerts, lectures and entertainment, which the University has made available from outside sources, the communities also have seen local choruses, theater groups, art leagues, special discussion programs and task forces develop.

"Operation Native Son," which attacked the problem of the out-migration of young people from the Portsmouth area, was initiated locally by continuing education specialists at Ohio University's Portsmouth campus. Nine major employers conducted interviews for the purpose of attracting back to Portsmouth talented young people who for one reason or another had left the city.

Another example of direct action in community affairs occurred in Belmont County where a special task force, consisting of local school officials and Ohio University faculty and administrators, was organized to determine the major public education needs of the area. Once these were defined, special programs, including both credit and non-credit courses, were developed to help meet the area's needs. A similar project was undertaken in Zanesville where Ohio University, in cooperation with the local technical institute, conducted a survey to determine the specific education needs of business and industry in the community.

While professors from Athens still commute to the new campuses, for the most part the regional institutions are staffed with their own full-time faculties.

"Most of our instructors are fresh out of graduate school," Boram says. "They are primarily interested in teaching and not in research. This is one of the major points we emphasize. The teachers are enthusiastic about their work, and they get the students excited about their new programs."

Typical of the many young faculty members teaching on the new campuses is Bruce Sodervick, instructor in art at Ohio University at Chillicothe.

Sodervick is a young man with a mission. His mission: getting art out to the people. Recipient of a first place award in the Thor Gallery's Artist Award Competition, Sodervick was attracted to the regional campus because he saw the opportunity there to make his teaching "a creative act."

Before coming to Ohio University, he was a graduate assistant in painting at Southern Illinois University where he received the Master of Fine Arts degree. At Chillicothe he has had the opportunity to establish an art department.

For his students, an introduction to art involves not only understanding the basic tools, but also "letting their bodies think, letting their bodies feel."

It doesn't matter what kind of solution a student comes up with in his painting, Sodervick feels, as long as he doesn't violate the basic visual principles he has established for himself within a certain frame of reference. "In doing figure painting, for instance, if a student is working with black and white and then paints the hair yellow, he is disrupting the system he has set

up," Sodervick remarks. "He's blowing the world he made."

What is ideal, he says, is for a student to reinterpret in his own terms and through his own environment the problems given him.

"If, within his own system of painting, a student can make a statement about his life and environment today, he'll be able to do the same thing ten years from now. This is what we're searching for in our painting."

Sodervick's instruction in art is not limited to art majors. Elementary education majors, as well as students in other academic areas, are enrolled in his courses. Speaking of Sodervick's work, Director Boram remarks, "He has students wielding a paint brush who didn't know a paint brush from center field."

Outside the classroom, Sodervick has worked cooperatively with community art leagues; he has sponsored art competitions for high school students in an effort to identify and encourage talented young people who might wish to continue their educations, and he has also initiated a traveling show of art work by new campus faculty.

"It's important for a teacher to know that he can start at a regional campus," Sodervick says, "and that while he's here, something will happen. If I find that I have to answer to my peer artists or if I'm given a syllabus which explains exactly what art *is* and *is not*, I fear for my profession.

"I must have a situation where I can search, where I can give the students those things they will need. Here, I have the complete freedom which, I feel, is necessary."

ADEBAYO A. BADMOS received his Master of Education degree from Ohio University last December and returned to his native Nigeria as a top-level administrator.

Badmos, a former secondary school teacher, is education officer in charge of in-service teacher-training for the Ministry of Education in Nigeria's Western State. He is one of 34 Nigerian students who have studied at the University under USAID contracts and returned to their home country to work in education.

In his new post, Badmos will continue the efforts started by Ohio University ten years ago to improve the quality of Nigerian teachers and to train Nigerians to staff the education programs. He is the first Nigerian to head the teacher-training project which is part of a larger education assistance program in Nigeria begun by the University in 1958 in cooperation with the Agency for International Development.

Through the assistance program, Ohio University has directed a broad-range program for preservice and in-service education of



Art and artifacts from foreign lands are displayed at a campus open house to acquaint the community with the Center for International Studies.



teachers in western Nigeria. In northern Nigeria, an Institute of Education has been developed at Ahmadu Bello University in Zaria, and a new multipurpose teachers' college has been established at Kano to help more than 10,000 undertrained primary school teachers.

Ohio University is also involved in an ambitious program in South Vietnam where, in the midst of war, Ohio faculty members continue their efforts to restructure the secondary education system and to train Vietnamese teachers.

Last February the University received a special citation from the Agency for International Development for its cooperation in training education specialists from developing nations.

"Our efforts are based on the belief that understanding foreign peoples enriches our own lives, provides perspective on our own American values and institutions and assists us in forming opinions on issues which affect the United States," explains Russell A. Milliken, '50, director of the International Education Institute at Ohio University.

The institute, which administers and coordinates the overseas programs in cooperation with the AID and the Ford Foundation, works closely with the Center for International Studies at the University in supporting student and faculty teaching, study and research abroad.

One of the major responsibilities of the center, on campus since 1964, has been to help academic departments plan and develop undergraduate and graduate courses and curricula dealing with Africa, Latin America and Southeast Asia.

Instruction in the Hausa and Swahili languages is offered annually along with approximately 50 other courses in the African Studies program. Ohio University, along with several other institutions, also participates in a summer teaching program in the principal African languages.

Faculty in the Southeast Asia Studies program offer instruction in the Chinese, Malay and Indonesian languages and numerous other courses dealing with the area. Ohio University is a member of the new Inter-University Southeast Asia Committee, a group of 19 universities, foundations and agencies which will coordinate Southeast Asia studies among foundations, the federal government and professional organizations in the United States and abroad. Dr. J. Norman Parmer, director of the Center for International Studies, was instrumental in establishing the committee and will serve a three-year term as its first president beginning in June.

Although Latin America Studies are not established in a formal program at the present time, nearly 60 courses, including extensive work in Spanish literature and language and in the Portuguese language, are offered each year.

Along with these expanding area studies programs, the center is developing a two-way institutional affiliations abroad project to give faculty and students further opportunities to go abroad to teach and do research in an academic situation.

"There are several advantages to such a program," Parmer says. "A student with a background in language and history of China and Southeast Asian politics, for instance, might study for his master's degree at Nanyang University in Singapore where everything is done in Chinese. He comes back to Ohio University better prepared to

embark on his doctorate in Southeast Asian history. A faculty member who goes abroad to teach in his area of specialization returns to the University a more knowledgeable teacher.

"At the same time such a program gives faculty and students from these foreign universities the opportunity to be a part of an American university department. While they are studying and teaching here, they are also tremendous resource persons for our own students in the area studies programs."



LES ENFANTS DANS PARKERSBURG PARLENT FRANCAIS—or, as their parents would say, "The children of Parkersburg are speaking French"—in the elementary schools. They are also singing French songs, joining French clubs, Spanish clubs and German clubs. They are bringing frogs and snakes to school for science fair exhibits; they are performing skits for their classmates and making puppets in their drama clubs, and they are initiating litter pick-up contests on the school playgrounds.

Activities of this kind may be commonplace in suburban school districts across the country, but in the elementary schools of Parkersburg, W. Va., drama clubs and language clubs were virtually unheard of before the arrival of the Teachers Corps. Parkersburg, a city of 45,000, is located in the heart of Appalachia, and its children, more often than not, are called "culturally disadvantaged."

This is one of the major reasons Ohio University, through the national Teachers Corps program, has sent eight of its graduate students, all Teachers Corps interns, to Jefferson and Fairplains elementary schools in Parkersburg and 16 more into some of the poorest urban sections of Zanesville, Ohio.

"A child does not have to be starving or ragged to be disadvantaged," one Teachers Corps intern points out. "Being culturally disadvantaged is not always a matter of economics. It is often the result of a limited background because of an improper learning environment at home. Many of these children have parents who neither read nor write."

Nick Eastmond is one of the eight Teachers Corps interns at work in Parkersburg. His wife Irene is another.

Through the program the interns, working in teams of four or five, assist in the classroom by performing supplemental teaching duties such as individual tutoring and small-group instruction. They initiate projects in the schools, take children on field trips, make home visits and take over instruction of entire classes.

Of major importance has been the emphasis put on activities which will help to broaden the children culturally. The interns have



Teachers Corps intern Nick Eastmond specializes in one-to-one relationships with elementary school children in Parkersburg, W. Va.

initiated clubs in foreign languages and in drama, and they have encouraged the children to participate in these activities.

"We are trying to create an impact in places which need an impact," Eastmond explains. "The children have responded very well to what we are trying to do. Some, who seldom took part in class discussion or activities, are gaining more confidence through their individual instruction. Now they're participating more freely in the classroom."

Preparation for field work begins on the University's Athens campus, where the interns, who must be college graduates with degrees in academic areas other than education, undergo three months of intensive training before going into their assigned areas. During this time the students enroll in teaching methods courses and guidance classes. They undertake reading programs about the culturally disadvantaged and work part-time with teachers in Athens area schools.

"The training was exciting," Mrs. Eastmond remarks. "Our classes at the University revolved around those things we were actually experiencing in our part-time teaching."

Once in their assigned areas, the interns are advised by an experienced teacher, their team leader, who is also an employee of the Teachers Corps. The teams meet weekly with their leaders to discuss problems and to correlate their activities. Each team is run separately according to the policies of the schools.

"There is a continuous exchange of ideas," both the Eastmonds say. "It's good to sit down frequently and informally and talk about

our mutual interest in the children and about some of the problems we share."

The interns also work closely with the classroom teachers throughout their training. "Many of the teachers have worked with these children for years," Mrs. Eastmond says. "Their help and suggestions have been invaluable."

Besides the clubs in foreign languages and in drama, the interns also started trampolining and science clubs for the children, and they initiated activity nights for the parents who accompany their children to school several nights each week to work on special projects.

Another undertaking, Operation Pick-Up, began when several small girls complained to Mrs. Eastmond about the "mess" on the Fairplains playground. She helped them formulate a proposal for keeping the playground clean and made "Don't be a litter bug" badges for them. The children drew anti-litter signs for the school halls and are now conducting contests to see which pick-up team can collect the most litter during part of their lunch hours.

In addition to their eight-hour work day, the interns continue their own schooling at weekly seminars with Ohio University professors. The professors who have trained and worked with the interns have gained invaluable experience, according to Dr. Albert G. Leep, associate professor of education and associate director of the Teachers Corps program at the University.

During the summer, the interns are in Athens for further training before being reassigned to teach either in the same area or at a different school if they desire. During the second year, the interns have more responsibility for developing curricula and take over classroom instruction on a full-time basis. Upon completion of the 21-month program, each intern receives the Master of Education degree and teaching certification.

Both Mr. and Mrs. Eastmond, who are from middle-class suburban backgrounds, say their teaching experience in Parkersburg has been a revelation. "I thought the United States had pretty well solved its economic problems," Eastmond, who majored in economics as an undergraduate, remarks. Although he spent two years overseas, one year in Turkey and another in Nigeria, he feels that people in the United States never really associate the poverty in Turkey, for example, with "what it's like back home."

The interns and their team leaders, as well as the administrators and faculty at Ohio, hope to continue the Teachers Corps program, now in its third year and second cycle at Ohio University. Dr. Leep anticipates a third cycle to begin next September. Continuation depends on funding from the federal government and upon the local school systems' desire for Teachers Corps aid.

"Because our interns work in realistic school situations," Dr. Leep says, "we've learned from them that we must change our traditional teacher-training patterns, particularly for those students who later will be working with disadvantaged children."

A new Master's in Teaching program, patterned after the Teachers Corps program, is in its first year at Ohio University, and a pilot program in teaching disadvantaged children, which will be conducted at the undergraduate level, has been proposed by the elementary education department.

AS THE EXECUTIVE VICE PRESIDENT of Ohio University, James J. Whalen sees himself as "an educator without portfolio."

The position was created last spring in a restructuring of the University's administrative organization, which has grown increasingly complex as the University has expanded.

"I believe that in the future President Alden will be remembered as much for his contributions towards building a more responsible and responsive administrative organization as for his more readily seen accomplishments in managing Ohio University's physical and financial growth. We have worked closely together in the past few years to establish a professional organization and student services which will provide students and faculty with an administrative structure capable of great flexibility of programming and services," Whalen says.

The student activities programs; residence life; food services; housekeeping, residence interiors and housing development; finance and administrative services; University architecture and planning functions, and the important area of student services are all a part of the executive vice presidency.

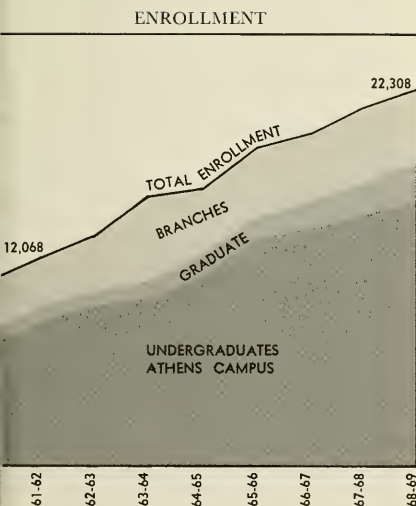
"In attempting to make the organization more efficient and more workable, we've redefined many posts and created others," Whalen says. "We've expanded in the past several years, both in the realm of expertise and responsibility."

Ohio University has abolished the positions of dean of women and dean of men and created instead a dean of student activities. "I had felt for a long time that the idea of a dean of men and a dean of women had outlived its usefulness at a large state institution. The majority of our students' concerns have to do with being students, not with being women students and men students." Baker Center, student government, international students and University discipline are among the areas with which the dean of student activities concerns himself.

Whalen has also restructured the multimillion dollar operation of residence and dining facilities. The directors of food service, housing, housekeeping, interiors and student residence life report to a director of residence programs, services and development.

"In most institutions you'll find housing under the dean of students and food service under the business office. Interior decorating may be under a planning operation. Here, all the residence programs are together, so when students, parents, staff or trustees have questions about where and how students live, what they eat and what kind of counseling they get in the dormitories, they don't have to go to 18 places on campus to get an answer.

"Students spend the majority of their time not in classrooms, nor in the library, but rather in the residence halls. If the residence halls compose the environment in which learning and personal



growth take place, it follows that effective management and coordination of the programs and services which affect this environment are musts if the University's educational objectives are to be served. We have only just begun to recognize how this environment can be made individualized and helpful instead of confining, and as we learn we are able to act together as a team."

Whalen, who holds the Ph.D. in psychology, has a particular interest in student informational services, another area for which he is responsible. The area embraces registration and admissions, financial aids, regents reporting, student personnel records, health services, the Center for Psychological Services and the placement and internship service.

"One of the things we must do at the University is find out much more about our students so we can better plan for them," Whalen maintains. "I'm talking about information—and lots of it—about where the students come from, what they like, how well they've assessed themselves, what they plan to do, what they expect the University to be and how they think they can help shape it.

"There used to be about a dozen islands in the University that collected this sort of information and held on to it. There was no sharing, and there was a tremendous amount of duplication. By putting these areas of service together, we can collect data for all of them at one time and design our University accordingly."

Administrative services have been restructured also. "Some people refer to this area as business management," Whalen explains. "It includes data processing; environmental services such as security and sanitation; personnel services and labor relations; office services dealing with such things as purchasing and mail operations, and the entire physical plant operation.

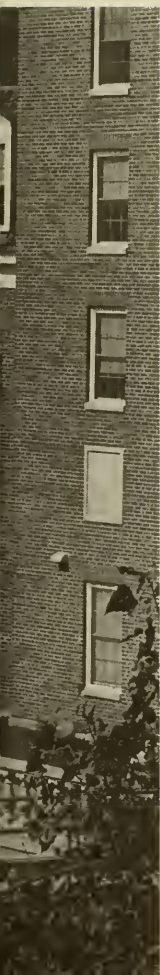
"As far as I'm concerned, the business management operation and the treasurer's office are service agencies," Whalen says. "When the deans want to initiate a new academic program they should say, 'These are the things we want,' and the finance people should say, 'Okay, this is how much it will cost, and this is how much money we have to work with.' The finance people should not tell the deans what their priorities should be. The deans ought to be the experts in deciding educational needs. By the same token, the finance people ought to be the experts in advising the deans how to get the job done financially."

The new University planning office, which works closely with the University architect and engineer, makes available information about present building utilization and new construction.

"We've come a long way in the last couple of years," the executive vice president emphasizes. "In many ways what we're doing in student life activities is really the guts of the University: getting students admitted, housed and fed, and into the classroom. That's where the faculty take over. But when the student comes back out of the classroom, it's up to us to provide a climate conducive to education . . . and that can include a good police force to keep traffic moving, a clean place to live, good facilities for studying and direct lines of advice and communication.

"All of these factors can have an important effect on the student's capacity for learning, on his productivity in the classroom and on his acceptance or rejection of our institutionalized society."





THE RESEARCH PROGRAM IN NUCLEAR PHYSICS at Ohio University has been a bold gamble since the earliest days of its development. Prospects are now excellent that Ohio will join the well-established laboratories in offering one of the highest quality nuclear physics programs in the country.

The University took a major step toward establishing the research program when a small Cockcroft-Walton accelerator was purchased for the Department of Physics in 1960.

Department Chairman Dr. Charles Randall had originally intended the accelerator for use in the undergraduate teaching laboratories. However, in 1962 he turned the accelerator over to a new faculty member, Dr. Roger Finlay, for experimentation in nuclear physics.

"Ohio University was determined to expand its graduate facilities and to develop a nuclear physics program when I joined the staff," Finlay says. "I knew I could work with the accelerator and, in this way, help to develop the program."

Finlay, who had just received the Ph.D. from Johns Hopkins University, was successful in training a group of graduate students in the techniques of nuclear physics and in building much of the needed research apparatus. His first proposal to the National Science Foundation in 1963 brought \$52,000 in research funds. As the program gained momentum an additional staff member was added each year. Today the team of nuclear physicists at Ohio totals six. They are experimentalists Finlay, Dr. Charles Brient and Dr. Raymond Lane, and theorists Dr. Richard Koshel, Dr. David Onley and Dr. Jerry Adams.

During the past eight years, Ohio University has encouraged and supported research in the field of nuclear physics. In addition to financial backing through operating funds, construction of a nuclear physics building, with research laboratories and staff offices, was completed in 1967.

The high point of the program came in 1967 when the physics department received \$1 million from the U. S. Atomic Energy Commission for the purchase of an eight-million-volt tandem electrostatic accelerator. The accelerator represents a 100-fold increase in capability over the smaller accelerator the physicists now use.

"This is a great step forward," Finlay emphasizes. "The accelerator is the first major, really expensive piece of equipment for the nuclear physics laboratory. We're hoping it will open the way to a different level of national reputation—Ohio University can



The nuclear physicists who will work with the University's new \$1 million accelerator are l to r Jerry Adams, Raymond Lane, Roger Finlay, David Onley, Charles Brient and Richard Koshel.

now enter the field with schools such as Stanford, Michigan, Yale and Wisconsin."

The tandem accelerator is a basic tool for fundamental research in nuclear physics, both on the experimental and the theoretical level. The model which the Ohio laboratory will receive in December 1969 will be the first of its kind. It was the only accelerator awarded by the AEC in 1967 and 1968. The war in Vietnam is one of the major reasons for the cutback in federal spending for fundamental research, Finlay points out.

The AEC award came after a lengthy period of review and evaluation. Originally, 12 universities submitted proposals for the accelerator or for similar devices. The proposals of the final four contenders were studied by expert consultants at universities and national laboratories.

"We had to break into that somewhat closed circle of Atomic Energy Commission installations. That was probably one of the most difficult obstacles to overcome," Finlay says.

Ohio University's proposal was cited by the reviewers and by the commission as the one which best reflected an understanding of how to utilize such an expensive and unique facility. Completion of several successful experiments, a growing staff of outstanding nuclear physicists, increasing graduate student enrollment in the area and the presence of a new building for research were all major factors in the AEC's selection of Ohio University.

Shortly after the announcement of the AEC award, the University received \$563,000 from the National Science Foundation to aid development of the entire physics area.

"One of the points considered by the NSF was that with the accelerator, the nuclear physics program was certain to expand and

progress," Finlay explains. "After seeing how strong we are in other physics areas as well, the foundation was convinced this was the kind of department it wanted to help develop."

A strong point in the nuclear physics program at Ohio has been the close cooperation between the experimentalists and the theorists. Their first successful experiments, published in the *Physical Review*, were greatly strengthened by the fact that the data, when first reported, was already complete with the theoretical analysis. It was not simply raw data to be analyzed later.

The experiments which the physicists perform, specifically called elastic scattering experiments, are somewhat analogous to billiard ball collisions. The nucleus, or target, which is being struck, is many times too small to be seen with a microscope. The way in which the particles interact with the target is related to its structure. By measuring the intensities and angular geometric dependence of the scattered radiation in these experiments, the physicists are able to probe the shape and the strength of the nucleus.

"Most of our experimental research is done in close collaboration between a graduate student and his adviser," Finlay explains.

"The important part of the teaching process in physics comes at the very end of a student's training—working on his Ph.D. dissertation, performing and interpreting the experiments, doing the theoretical calculation, writing and then publishing the dissertation."

Ohio physicists also collaborate beyond the University. Dr. Brient has spent time working at the University of Kentucky, and Dr. Lane continues his work on several experiments started with his former colleagues at Argonne National Laboratory. A recently completed experiment by one of Dr. Finlay's graduate students was suggested by a theoretical physicist at Case Western University, where the theoretical analysis was done.

"It takes time to establish contact and rapport with others in your field," Finlay remarks, "but gradually we are becoming acquainted with them. There was no active research program here just a few years ago."

Although there is a potential avenue for industrial development through the nuclear physics research at Ohio, the program is still too small to see any direct industrial spin-off.

"If any one of us comes up with a particularly clever idea for a marketable product, there may be some chance of industrial development of it, even locally," Finlay says. "But the research will have to be carried out on a much larger scale before this can happen."

The opportunity at Ohio University over the next few years would have been rather small had the Department of Physics not received the AEC grant for the tandem accelerator. The research program in nuclear physics could not have been sustained with the facilities the department now has and, as Finlay remarks, "It would have grown stagnant."

"Right now we are in a very strong position to strengthen our program, to add nationally recognized nuclear physicists to our staff and to attract outstanding young men just out of graduate school.

"Development of the research program was a bold long shot, a gamble which has been successful."

RAINER SCHULTE is one of a half dozen creative writers in the English department at Ohio University whose unique contributions to literature have won them acclaim, both on campus and off.

German-born Schulte is a creator who dares his students to create. He is a poet who stimulates his mind by challenging the minds of others; a scholar, educated in Europe, and an artist-musician who lives his philosophy—"Anything is possible."

He came to Ohio University in 1965 specifically to initiate and to direct a program in comparative literature. During his four years on campus the young assistant professor has redefined the traditional concept of comparative literature, he has brought some of the best of his former milieu to the classroom and he has built his reputation as a stimulating, demanding teacher.

"What I'm after, really after," Schulte emphasizes, "is to reorient the study of literature to such an extent that there is a possibility of jumping out of the more traditional and conservative approaches into some kind of approach which is mentally stimulating." Meaning, in essence, that the factual, chronological and historical sequence to literary study—the "horizontal approach," as Schulte calls it—is *Out* in his eyes. What's *In* is a "vertical approach" to literature.

"I'm trying to define a basic sensibility of an age, of a particular literature, of a particular area and then to relate this sensibility to art and music.

"Comparative literature used to mean you were studying that Hemingway influenced some European writer, for instance, or that Flaubert influenced Henry James. That's all very nice, but it is ultimately of no value. In studying influence, you must ask, 'What did the author do with the influence?' Or, 'Why did he go beyond his basic premises?'

"I want to develop an overall view of literature again so people can form a vision, so they can become concerned with more than just detail."

In the classroom—and out—Schulte emphasizes creativity, "the capacity for innovation," he explains.

He tries to create a classroom atmosphere where *ideas* can happen. "The first thing I make absolutely clear is that there are no basic requirements in my courses, in the sense, for example, of having an objective quiz every Monday morning. A quiz doesn't prove anything. It only gives the student an opportunity to repeat what I've already told him.

"I believe one of the biggest problems in the academic world is that most students are just put into a system. Once you put someone in a system you are in danger of ruining him because his original, fresh reaction to something is being killed. What I want to do is to stimulate that reaction.



"The first responsibility a teacher and an artist has is to promote continuous creation."

Schulte is exceptionally well qualified to recognize creativity in others. He has studied literature in his native Germany, in France, Italy, Spain and the United States. He completed his bachelor's degree at Dickinson College while simultaneously pursuing a career as a concert pianist and later wrote his dissertation at the University of Michigan under the tutelage of Austin Warren. He has published many poems and is currently awaiting acceptance of a book of poetry.

Perhaps Schulte's major contribution to literature and to the Department of English has been in his role as editor.

On his own initiative—and in keeping with his philosophy—Schulte began publication of *Mundus Artium*, the only bilingual journal of international literature and the arts in the world. In the journal Schulte and associate editor Roma A. King, professor of English, are attempting to present the new movements occurring in the arts.

"A primary reason for starting the journal," Schulte explains, "was that whenever I wanted to do something in the program there was no reference I could rely upon. I figured if I started my own bilingual reference, I could rely upon it in the long run."

In initiating the journal, which the English department publishes, Schulte wrote to noted artists and writers throughout the United States and Europe and traveled abroad making contacts for the publication. Now in its fourth issue, *Mundus Artium* is distributed extensively in the United States and in Europe and, on the basis of its first issue, was awarded first place honors among literary magazines in the United States by the Coordinating Council of Literary Magazines.

"There is a need for a journal which gives the reader a cross-section of the more established writers, as well as the younger upcoming writers; artists who have influenced their generations and those who are just about to break through in this generation.

"What I'm after is to get hold of those poems, those short stories, those articles which have something really vital to say *right now* and which are going to survive for the next 20 years."

The first issues of *Mundus Artium* included poetry by world-renowned German novelist Günter Grass; fiction by Freidrich Dürrenmatt, Swiss playwright, and a photographic interpretation by theatrical photographer Max Waldman of the Royal Shakespeare Company's New York production of *Marat-Sade*.

His own writing, his interest in music and editing *Mundus Artium* have added extra dimension to Schulte's life.

"I believe that in order to maintain his sanity and to avoid becoming stale, a teacher should ultimately spend no more than half his energy in teaching. His own work must be at least ahead of his other half. He must have something he's being stimulated by, and this stimulation can then be transferred into the classroom."

Schulte's philosophy is shared by Ohio University's writer-teachers, Hollis Summers, Jack Matthews, Walter Tevis, Norman Schmidt and Daniel Keyes—all professional writers of high repute on the contemporary literary scene.

As full-time teachers, the resident writers regularly offer courses



German-born Rainer Schulte's creativity embraces his wide-ranging interests in music, comparative literature and teaching.

in the standard English curriculum to the entire range of students, from freshmen to Ph.D. candidates.

An Honors College freshman, for example, may find himself in class discussing human values for contemporary man with Daniel Keyes, whose *Flowers for Algernon* is probably the best fictional treatment of the theme published in the past five years. The book has been made into the movie *Charly*, and Keyes' most recent novel, *The Touch*, has received wide acclaim.

A class of sophomores may be introduced to fiction by Jack Matthews, whose *Bitter Knowledge* won the Ohioana Award for fiction in 1964 and whose *Hanger Stout, Awake!* was one of the best reviewed novels of 1967.

A junior in business administration taking a required course in advanced composition may receive regular instruction and advice on how to improve his style in writing business reports from one of this country's most successful free-lance writers, Norman Schmidt.

Students also have the opportunity to study poetry under the guidance of Ohio's Distinguished Professor of English, Hollis Summers, internationally recognized novelist, poet, editor and lecturer whose volume of poetry, *Seven Occasions*, was nominated for a Pulitzer Prize in 1965. Summers' most recent work, *The Day After Sunday*, was published last May.

Walter Tevis, author of the award-winning science fiction novel, *The Man Who Fell to Earth*, may direct the study of a group of seniors in a colloquium designed to investigate the relationship between science and literature. Tevis is also the author of *The Hustler*, which was made into the Academy Award-winning movie of the same name.



OHIO UNIVERSITY'S INVOLVEMENT in the economic development of southeastern Ohio is becoming increasingly apparent as it confronts the problems of transportation, education, housing, health and flood control.

"This is an unusual role for a university to play," Martin L. Hecht, '46, vice president for development, emphasizes, "but it's the role Ohio University has chosen. Certain basic improvements are necessary to the economic growth of southeastern Ohio and to the development of the University as well."

Robert L. Savage, vice president for research and industrial liaison, explains further: "We feel that the growth of the University, as far as quality is concerned, depends heavily on surrounding factors.

"To attract outstanding faculty to our campuses we must have the community services they are expecting or used to—good



highways, first-rate health and educational facilities, recreation areas, airports, housing and, in our particular situation, some future relief—if not present relief—from the flood problem. All of these are important when a prospective faculty member comes in to look over the situation. He's interested not only in the job; he's just as concerned about what kind of community his family is going to be living in."

Improvements of this kind also are an inducement for industrial development. If the area is economically attractive there is a better chance of bringing in the kind of research-based industry which likes to locate in a university community.

"One reinforces the other," Savage points out. "The University benefits and the industry benefits through the exchange of talents, and in turn the economic growth of the region is further promoted."

Hecht's liaison work for Ohio University often takes him to Congress where he has reported on the region's need for flood control. "The only flat land in Athens is in the floodplain area," Hecht explains. "The fear of annual flooding drives growth away. Therefore, we have to develop flood control, not only to protect our own buildings, but also to protect the entire area and to open up the flat land for industrial development."

This spring ground was broken for rerouting of the Hocking River, a project long in the talking stages. Final plans are being made for further construction on new highways: the Appalachian Highway from Cincinnati to Belpre, U. S. Highway 33 from Columbus to Athens and a bypass system around Athens.

Opening of the floodplain area also lends itself to the physical growth of the University. During the next seven years, Ohio University will add \$96.5 million in new facilities, among these currently under construction are the South Green residence halls, an airport that will permit commercial air service, and a mathematics and science building which is part of the growing science and engineering complex at Ohio.

"The research activities of any university frequently lead to spin-off," Savage remarks. "We have several possibilities developing along this line, two of them in chemistry for products which could become rather sizeable commercial items. Also, as a result of our electronics and avionics research, we have four or five products we'd like to begin manufacturing. This means setting up a small electronics company in the area and building the production models.

"You never know initially how large an operation may become. You have to start someplace and you might begin with a small company set up either by a faculty person, by a group of people in the community or by some outside industrial company financing it. We're looking at all of these possibilities to bootstrap industrial development here."

Ohio University also is playing a major role in improving the health facilities in the region. A \$39 million regional demonstration health center has begun with construction of the new Sheltering Arms Hospital in Athens. Rehabilitation and diagnostic treatment centers for the area, dental clinics, family planning services and, among other things, a school of nursing at Ohio University are included in the long-range health plans. A nursing program at Ohio University-Zanesville was started last year and a similar one will open at Ohio University-Portsmouth in the fall.

The regional demonstration health center will be funded and implemented by the Ohio Valley Health Services Foundation. Hecht was instrumental in organizing the nonprofit corporation and is active in other local, state and federal health boards.

Through his office, private developers have been encouraged to provide funds for contractors to build houses and apartment complexes in Athens, and a close liaison is maintained with area school systems.

"We feel certain that the area will grow economically as a result of these projects," Hecht says. "All of these things are tied together for one purpose: to develop the finest facilities and the best services we can for the people of southeastern Ohio."





MISS HELENA L. PALMER
FENZEL APTS.
ATHENS, OHIO 45701

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